

Moodle Moot 2011 - Jim Witte jimwitte.com/workshops/moodlemoot2011**• 1 Questions**

- 1.1 How did we end up running Moodle when our campus already had an enterprise Learning Management System?
- 1.2 What are the major costs/benefits of running Moodle at a college level at the University of Illinois?
- 1.3 How can multiple colleges work together to scale out the Moodle service in a cooperative manner?

• 2 How did we end up running moodle?**• 2.1 Three LMS systems in the early 2000's**

- 2.1.1 CourseInfo (early blackboard)

easier to use

- 2.1.2 WebCT

more complex, fully-featured

- 2.1.3 Mallard (quizzing engine developed at Illinois)

*special quizzing functionality, vendor lock-in problems***• 2.2 circa 2003: decision to consolidate on WebCT**

- 2.2.1 CourseInfo is out
- 2.2.2 no more Mallard development, no new mallard users
- 2.2.3 a fair number of instructors simply refused to use WebCT (HTML websites, etc)

disaffected population of LMS users on campus looking for something else

- 2.2.4 Perpetual WebCT license

*WebCT gets bought by Blackboard in 2006, turns out no new enterprise LMS until end-of-life 2012***• 2.3 2004 : we start playing with moodle**

- 2.3.1 I'm ran a toy moodle server for research purposes
- 2.3.2 turns out English was actually running Moodle on a computer under a desk with real courses, real student data

*they are talking to ATLAS about moodle while actually running it themselves, until security catches them***• 2.4 2005: ATLAS put moodle into production, mostly for English***was not thought of as a serious, long-term project necessarily***• 2.5 Oct 2005: Big WebCT Meltdown***SQL statement that didn't scale well, LMS up & down for a week*

- 2.5.1 confidence in enterprise LMS shaken
- 2.5.2 emphasis on stability, not academic application

• 3 Major costs/benefits of running Moodle in addition to the campus enterprise LMS

- 3.1 Open source: free like puppies
- 3.2 based on a VMWare server infrastructure the college has in place for research computing, media servers, other server needs

*server costs are incremental***• 3.3 Shifted costs***college has shifted resources from campus LMS to Moodle*

- 3.3.1 1 FTE moodle service administrator

• 3.4 Extra Costs (above normal LMS support)

- 3.4.1 1 FTE service manager
- 3.4.2 1 LMS developer (shared with college of education)

• 3.5 No vendor to blame if things go wrong**• 3.6 Benefits**

- 3.6.1 LMS admins have a stake in the success of academic initiatives
- 3.6.2 Ability to mold LMS to program/initiative needs
- 3.6.3 Licensing issues do not drive timelines for innovation

*know what's going on, participate in our initiatives, make suggestions, part of the team, not siloed***• 4 How can multiple colleges work together to scale out the Moodle service in a cooperative manner?**

- 4.1 moodle service is now quite popular, and has shown a remarkable growth trajectory
- 4.2 hosting courses from multiple colleges, and the liberal arts & sciences operation is merging with the education moodle operation as part of our joint migration to Moodle 2.0
- 4.3 question: can we run this for ourselves, for our partners in education, in other colleges and keep the benefits I described?
- 4.3.1 LMS folks have a stake in the success of academic initiatives
- 4.3.2 Mold LMS to needs of academic programs
- 4.4 Foundations for Success

- We have a stake in the academic success of other colleges -- we have cooperative programs, interdisciplinary programs, etc

- Colleges contribute to the campus moodle consortium by contributing support specialists who support their own college/units, and work together in the consortium to make moodle work well, communicate problems, etc. Contributions are proportionate to the number of courses in the system.

this way, we have folks communicating to the moodle admins about the needs of various college initiatives, and we have people who can communicate back to the colleges about future moodle plans, new features, etc.

- So we have a nice stakeholder model -- when people contribute, they feel they have a voice and influence, I think that's important in the college and dept relationship to the LMS that instructors use.
- Ultimate decision-making authority regarding the moodle service for the colleges rests with the college CIOs (chief information officers). A college can, of course, withdraw from the consortium and run it's own moodle server.